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education the author recognizes that he is not in entire accord with the majority of educators, but he maintains that he does not "thereby set up a utilitarian aim, but an aim that is in the first place and in the greatest degree an ethical one."

In the chapter on "The Methods of the Industrial School" the author shows, first, that there may be widely differing conceptions of the term "Industrial Education"; second, that the content given it by the author emphasizes "education" rather than "industrial"; third, that the industrial school must constitute a vital part in the system of general education.

He pleads for the right to raise the standard of industrial work by giving it a distinct place in the curriculum, not only in the industrial schools, but frequently in the upper elementary grades, and by placing it under the charge of specially trained instructors.

"Last of all we have been taught this ultimate and most important fact, that the basis of all training of character lies in the development of a sound judgment, or, what is the same thing, in the ability to think logically. This can only be attained by independent intellectual work. Independent intellectual work is more a characteristic of the industrial school than is independent manual work."

In general it would seem that "the idea of the industrial school is by means of a minimum of knowledge to build up a useful citizen endowed with a maximum of skill, ability, and joy in work."

FRANK M. LEAVITT

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Didaktik der Himmelskunde und der astronomischen Geographie. Von ALOIS HÖFLER. Leipzig und Berlin: Teubner, 1913. Pp. xii+414. M. 11.

This work is the second volume of a 10-volume set of pedagogical handbooks, edited by Höfler and Poske, and now appearing from the Teubner Press, for use in realist instruction in higher schools. The volumes already available deal with mathematics, astronomy, and botany.

In German and Austrian programs for the *Real*-schools astronomical instruction runs as a 2- or 3-hour subject through several semesters. It is commonly given from textbooks in about as perfunctory a fashion as mere textbook astronomy is given with us when no observational or experimental work is associated with it. This book seeks to reform prevailing instruction by making it truly scientific.

The author first recites and discusses critically the widespread complaints against the results of the traditional practice, develops and justifies a rational program for a first-hand study of the sky by the pupils, building upon this a considerable body of associated theory. His program runs through the whole 8 years of the Austrian *Real*-school, extending 2 or 3 hours a week from the

eleventh to the eighteenth years of life, both inclusive, and divides the work into four 2-year stages.

The first stage is astronomical geography and deals with direct observations of the sun and the changes in apparent position, movement, heat, and light due to changes in the observer's latitude. The second stage comprises such astronomical geography and study of the sky as associate strongly with the physics of the third and fourth gymnasial years (thirteenth and fourteenth years of life). This stage deals with the moon, brighter planets, and stars and traces the paths of sun and moon in the zodiac. It includes the transition from apparent to real motions of the sun and moon and concludes with the heliocentric theory of Copernicus. The third stage, concerning the fifth and sixth gymnasial years (fifteenth and sixteenth years of life), consists of astronomical work that is associated with the regular mathematical work. It embraces more than 100 typical problems of astronomy, classified into arithmetical, algebraic, geometrical, and trigonometrical. There are some also on map-making. The last stage, for the seventeenth and eighteenth years of life, comprises a considerable body of elementary theory based directly on the antecedent observational and experimental work.

Then follow four appendices, containing readings extracted from Whewell, and from Professor Foerster's writings; a copy of two Gymnasial Programs; a collection of gross errors quoted from prevailing texts, and concludes with an extensive list of references to magazine articles suitable for use as collateral reading in gymnasial instruction in astronomy.

The historical order is followed largely, and persistent emphasis is placed on the importance of basing everything on first-hand observational evidence. The pedagogy of all parts of the proposed program is ably expounded. As an aid to the teacher of astronomy to children from eleven to eighteen years of age this fine work stands without a peer in all literature. If it had appeared twenty years earlier astronomy, we dare say, would still have been a fixed constituent of high-school programs. In all essentials the book is excellent.

G. W. MYERS

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A First Year in Bookkeeping and Accounting. By MACFARLAND and ROSSHEIM. New York: D. Appleton and Co., 1913. Pp. 227. \$1.50.

In the preface the authors state concisely their plan. "Their aim has been to lay particular emphasis on the method of exposition, appeal being made to the understanding rather than to the memory of the student." "The text is designed to provide a full year's work in bookkeeping and accounting for use in higher institutions of commercial training." "Each chapter contains an exposition of the subject followed by illustrative problems and solutions to